

## Certified Personnel Evaluation Systems Educator Advisory Panel

### Meeting Information

**Date:** Sept. 5, 2018

**Location:** Natrona County School District #1 in Casper

**Time:** 9 a.m. - 3 p.m.

**Meeting Purpose:** Continue development of Standards and discuss draft communication plan

**Panel Members:** **Brian Redmond**, **Christina Mills**, Clint Traver, **Dirk Andrews**, Dustin Hunt, Glen Suppes, Holly Vorhees-Carmical, Jean Chrostoski, Jeff Brewster, Joel Dvorak, Julie Shanley, Liesl Sisson, Linda Wolfskill, **Marie Puryear**, Michelle Rooks, **Nicole Bolton**, **Robyn Heth**, **Teresa Chaulk**, Teresa Ross, **Tom Sasche**, **Tracy Ragland**, Verba Echols,

**WDE:** **Laurel Ballard**, Shelley Hamel, Megan Degenfelder, **John Bole**, **Robin Grandpre**, **Mark Bowers**

**REL:** **Josh Stewart**, **Ceri Dean**, **Mckenzie Haines**, **Jeanette Joyce**

**FLP:** Amy Starzynski, **Aunnie Johnson**

**NCCC:** **Susan Lopez**

**Facilitator:** **Joe Simpson**

\*Names in blue attended virtually

### Homework - Discuss standards with co-workers

Time	Lead	Agenda Item
9 - 9:15 a.m.	Joe	Welcome, Introductions, Ground Rules Review of Last Meeting and <a href="#">Task List</a>
9:15 - 9:45 a.m.	REL	Define: <ul style="list-style-type: none"> <li>- Indicator</li> <li>- Element</li> <li>- Possible Sources of Evidence</li> </ul> <a href="#">Draft definitions doc</a> and <a href="#">examining definitions doc</a>
9:45 - 11 a.m.	REL	Standard 1 Work <ul style="list-style-type: none"> <li>- <a href="#">Draft Standard 1</a></li> </ul>
11 - 11:30 a.m.	Susan	Communication Plan

		<ul style="list-style-type: none"> <li>- Share out of communication with co-workers</li> <li>- <a href="#">Draft Communication Plan</a></li> </ul>
11:30 - 12:45	On your own	Lunch
12:45 - 3 p.m.	REL	Standard 2 Work <ul style="list-style-type: none"> <li>- Other state example found <a href="#">here</a></li> </ul>
3 - 3:30 p.m.	Joe	Closing <ul style="list-style-type: none"> <li>- What will we share out after this meeting?</li> <li>- What can we add to the communication plan?</li> <li>- What additional support do you need?</li> </ul> Upcoming meetings - October 4 in Casper <ul style="list-style-type: none"> <li>- November 29 in Casper</li> <li>- December 18 in Casper</li> </ul>

## Notes:

### Welcome and introductions

Review of last meeting

### Definitions:

Review of [draft definitions](#) and [examining definitions](#) documents to start creating definitions for element, indicators, and sources of data.

It was brought up that Chapter 29 leader language changed element to benchmark. The group agreed to keep the same language for educators.

### Standard I Work:

There was discussion about how the rubric will be created. Are we going to rate at the benchmark level or at the indicator level? There would be more flexibility with rating educators at the benchmark level opposed to the indicator level.

Group worked through the benchmarks, indicators, and sources of data for standard one in this [document](#).

## Communication Plan:

When doing the Leader section of Chapter 29, there were so many drafts that were asked for feedback. For this section, we want to get feedback on each section before moving forward (standards, rubrics, Chapter 29 draft). This way everyone will know when to give feedback and those giving feedback feel like they are part of the process. Create a timeline so that stakeholders know when we will be gathering feedback? Also, who are our stakeholders?

For now, please let stakeholders know that we are working on building the standards and will have more information for them soon.

## Standard II Work:

We want to make sure there is opportunity for teacher growth. Concern that the examples are from an old frame of mind. With this in mind, the group decided to go back and restructure the benchmarks for standard I before continuing on to standard II.

## Parking Lot:

- Make sure indicators are unique so evaluators do not need to mark down teachers or defend ratings in several places
- Differentiate between gifted/talented, special education, twice exceptional, etc.
- Add a glossary of terms
- Align to existing state initiatives, such as accountability, standards, etc.
  - “a system of support is needed for this to be successful”
- Make sure this is part of each indicator
- Define growth
- Check for consistency in language (teacher, teachers, verb tense, etc.)
- Revisit communications plan at each meeting
  - Clarify Ch. 29 status
  - Communicate to districts that this change is coming
  - Work toward feedback from stakeholders, including teachers, principals, superintendents, school boards

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## Homework:

Work to restructure standard 1 [benchmarks](#) to be student centered.